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ANNEX A

- EU REPORT -

NATIONAL DESK RESEARCH (IO1)

BRIDGES – Broadening positive Reflections on the Issue of Disability, Generating Empowerment for Stakeholders

Agreement n. 2019-1-PT01-KA204-061388



ATLÂNTICA
UNIVERSITY HIGHER INSTITUTION



IO1 DESK RESEARCH

NATIONAL DESK RESEARCH (IO1) – PORTUGAL

ATLÂNTICA – Escola Universitária de Ciências Empresariais, Saúde, Tecnologias e Engenharia

BRIDGES – Broadening positive Reflections on the Issue of Disability, Generating Empowerment for Stakeholders

Agreement n. 2019-1-PT01-KA204-061388

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BRIDGES PROJECT - DESK RESEARCH - PORTUGAL

Very brief description of country's general situation about integration of disabled people in the workplace

The integration of people with disabilities in the world of work is part of national and local policies for the integration of people with disabilities, with four levels of action to be distinguished:

1. National policies and objectives:

The current Government that started its functions in 2019 (XXII Constitutional Government) includes a Secretary of State for the Inclusion of People with Disabilities, this member of the government is a person who has a disability (blind), that depends on the Minister of Labor, Solidarity and Social Security.

The Government Program included several points specifically related to the professional integration of people with disabilities, referring to the issue of accessible public transport by citizens with disabilities, disabilities or reduced mobility. Within the scope of the Millennium Goals, the Government adopted goal 8.5, which sets the goal of achieving, by 2030, full and productive employment, and decent work for all women and men, including young people and people with disabilities, and remuneration equal for work of equal value.

2. National Rehabilitation Institute (Instituto Nacional de Reabilitação - INR)

The National Rehabilitation Institute is a public institute that is dependent on the Minister of Labor Solidarity and Social Security whose main duties are in the area of people with disabilities:

- The implementation of the Convention on the Rights of Persons with Disabilities;



- The elaboration of national policy guidelines for the prevention, habilitation, rehabilitation and participation of people with disabilities;
- Monitoring and evaluating the implementation of national policies, in conjunction with sectoral competent bodies;
- The establishment of interministerial coordination mechanisms in the area of the rights of people with disabilities;
- Training, research and certification at scientific and technological level in the area of rehabilitation;
- Cooperation with social partners and non-governmental organizations (NGOs), as well as with other public and private entities with social responsibilities and representatives of society.

INR also has the function of supervising the application of legislation regarding the rights of persons with disabilities and providing support to non-governmental organizations (NGOs) for persons with disabilities. In Portugal there are currently (data for June 2020) 308 organizations registered with INR.

3. Employment and Vocational Training Institute (Instituto de Emprego e Formação Profissional – IEFP)

The IEFP is also a public institute dependent on the Minister of Labor, Solidarity and Social Security and is the entity responsible in general for national employment. Its mission is to promote the creation and quality of employment and to fight unemployment, through the implementation of active employment policies, namely vocational training.

The IEFP is also responsible for the training and professional qualification of people with disabilities, in conjunction with the National Rehabilitation Institute. The reference legislation for the professional training and qualification of people with disabilities is Decree-Law n.º 290/2009, of 12 October that come to be amended and republished by Decree-Law n.º108/2015, of 17 June.



4. Third sector

As already mentioned, there are 308 associations of people with disabilities in Portugal. Many of them have professional training programs and professional insertion programs and are supported by local IEFP delegations and the municipalities themselves.

5. Recent evolution of the problem of people with disabilities

Portugal signed and ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2008 following previous contacts and publication of reports on the country's situation.

Among the main difficulties still unresolved or partially resolved are the need to adapt companies to receive and train a greater number of people with disabilities and to combat stigma and discrimination.

Recent measures include support for autonomous life and the creation of the Social Benefit for Inclusion (PSI), created in 2017 with the aim of promoting the fight against poverty and encouraging the labor participation of people with disabilities. At the end of 2019, 100,570 people benefited from this provision, corresponding to 273.39 euros per month, in 95% of the cases according to information released by the Ministry of Labor, Solidarity and Social Security.

To facilitate contact with people with disabilities and public services, information and assistance offices for people with disabilities were created locally and the Practical Guide for People with Disabilities was also published.

Finally, it should be noted that in the field of information and research on disability, Portugal is part of the network The Academic Network of European Disability Experts (ANED) and has a Disability and Human Rights Observatory and 19 reports on the situation have already been published. of people with disabilities in Portugal.



6. Professional training of trainers and people with disabilities, in Portugal

The policies mentioned above have been developed by local employment centers (municipalities) and mainly by the private social sector (NGO), as confirmed by two focus groups, one of specialists and another of entrepreneurs.

The data collected allow us to affirm that there is no lack of training provision for people with disabilities, but the mentors of people with disabilities consider that the training offer is not enough, especially advanced training, either at specialized or postgraduate level. Despite the existence of a training offer for people with disabilities, both professionally and academically, the difficulties are later registered in the professional insertion of people with disabilities due to several factors, such as stigmatization and the prejudices of employers related to productivity.

Among the organizations analyzed in the training area, examples of good practices were found, of which we indicate the following:

- Project called “EMPLAY” of the municipal chamber of Cascais includes an agenda, game and manual on skills for employability. The project allows the use of several tools that can be used by job seekers, employability technicians, animators, social educators, among others. Need for adaptation for people with disabilities;
- RUMO (highly regarded association) with specific training for the training and development of techniques for employability for people with disabilities;
- The City of Professions project that has been developed by the Cascais and Porto City Council, with several short workshops (2h) and themes aimed at all people but also for people with disabilities;
- Efficiency Project (D) ”promoted by the Porto Chamber, (IEFP), Portuguese Business Association (AEP), Cerebral Palsy Association (APPC), Association Salvador. University of Porto, Polytechnic Institute and an entity of Consulting that work together on employability, networking, training and integration of professionals with disabilities in the labor market. They train pitching as a form of presentation to the job market;



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BRIDGES – Broadening positive Reflections on the Issue of Disability, Generating
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Project number: 2019-1-PT01-KA204-061388

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- Peer2Peer Project at Universidade Nova has a technical program for preparing for the job market specifically aimed at people with disabilities. It brings together different realities based on a dynamic between peers, university students and people with disabilities looking for work, allowing contact with different realities, enhancing an inclusive community;
- CERCICA's participation in a European project (ICONE), with other European countries, which are developing new tools for conducting online training aimed at people with disabilities, among others.



IO1 DESK RESEARCH

NATIONAL DESK RESEARCH (IO1) – GREECE

Xenios Polis. Culture, Science and Action

**BRIDGES – Broadening positive Reflections on the Issue of Disability,
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BRIDGES PROJECT - DESK RESEARCH - GREECE

PARAGRAPH	DESCRIPTION
Introduction	
Very brief description of country's general situation about integration of disabled people in the workplace	<p>It is estimated that in Greece there are about 1,000,000 people with disabilities (1 in 10 citizens, approximately, is a person with a disability); however, despite this number Greece is failing to provide access for people with disabilities to education, employment and society and added to that, people with disabilities face new cuts in their allowances and medical care (especially during the economic crisis - since 2008). Very often the most vulnerable of them, such as children, who have been abandoned by their parents or are self-employed, are "trapped" in institutions, in the "Care Centers", which do not meet the appropriate specifications to offer a healthy and decent living. Insufficient state care, however, is not the only cause for this situation. Another aspect of this is the stereotypes and the prejudices of the society members towards people with disabilities. All the above create a social environment that is inhospitable to people with disabilities, with their treatment reminiscent of the past decades.</p> <p>An official, exemplary change in attitude towards people with disabilities and the approaches to their claims has been highlighted by the United Nations Convention on the Rights of Persons with Disabilities (CRPD). The Convention on the Rights of Persons with Disabilities, as well as the Optional Protocol accompanying it, were voted by the Plenary Session of the United Nations General Assembly on 13 December 2006 and entered into force on 3 May 2008. And yet, ten years later, in Greece it seems to be partially implemented, as it is theoretically established, but not sufficiently applied.</p> <p>Based on the findings of a recent study conducted by the Observatory on Disability Issues of the NCDP (NCDP Observatory on Disability Issues, 2018) access to people with disabilities in the existing labor market is limited.</p>



The study shows that the employment rate of “people with severe disabilities” aged 20 to 64 is 24,2%, which is 33,4 percentage points lower than the rate of persons without disabilities (57,6%) and 46 percentage points lower than the national goal of the “Europe 2020” strategy. Moreover, the unemployment rate of “people with severe disabilities” stands at almost 39%. The highest unemployment rate between the 25-29 age group is 58,2%, while the percentage of persons without disabilities aged 25-29 is 40,9%. Within the population of “people with severe disabilities”, the 83% of 20-24 years old, the 72% of 25-29 years old, and the 55,5% of 30-34 years old, have no working experience. Finally, the 84% of workers with disabilities state that employers have failed to provide them with proper and sufficient facilities

1.1 - Legislation overview

Short description on national/ regional legislation about integration of disabled people in the workplace

Law 2643/1998: People with a disability rate of at least 50%, who have a disability job opportunities due to any chronic physical or psychological or mental illness or injury (people with “special needs”), provided that they are registered in the unemployed Workforce Employment Organization (OAED).

Law 3699/2008: teachers with disability over 67% or their parents can work in educational system as 15% of the people hired.

Law 4019/2011: funding Social Cooperative Enterprise with a Special Purpose, with the aim of integrating vulnerable groups in the labor market.

Law 4331/2015: protecting the allowances of the people with disabilities, allowing them to maintain the benefits they receive when they participate in employment support programs.

Law 4440/2016 and specifically article 25, facilitates the recruitment of people with disabilities in job positions in both the public and the wider public sector. The program is aimed at private business, cooperatives, social bodies and solidarity economy, and generally at private sector employers who regularly engage in economic activity, as well as in local and second-level Local Government enterprises. As the representative organizations of people with disabilities are not considered to be engaged in any economic activity, they are not allowed to participate in the program by hiring people with disabilities. Additionally, the beneficiary bodies that will hire



people with disabilities can be included in a program for the ergonomic workplace arrangement of their workplaces. OAED contributes 90% of the total cost of the expenditure for the ergonomic workplace adjustments. This program covers 50 jobs.

1.2 - Policies and practices

Short description of policies in place or in process in your country

The National Policy for the inclusion people with disabilities in the workplace relates to fragmentary interventions of European Social Fund. Regarding access to active employment policy programs, the Ministry of Labor ensures various actions such as:

- Local Counseling and Training Programs
- New Job Grant Programs
- Internship programs and professional experience
- Public Benefit Programs
- Programs for the creation of New Businesses

At the national level, the minister that is responsible for the design of policies and interventions is the Minister of Labor and Social Security and the organization of implication is Workforce Employment Organization (OAED).

The European Union provides economical support through annual funding of European organizations and non-governmental organizations, in order to make easier the access to participate in EU processes.

European structural and investment funds are the basic funding for social integration.

Although the Greek State has made efforts to increase the employment rate of disabled persons through the adoption of legislative measures, the enactment of Law 2643/1998 (Government Gazette 1998) that revised the preexisting Law 1648/1986 (Government Gazette 1986) had a limited impact on the employment rate of people with disabilities in the public sector and almost no impact in the private sector. In other words, what is missing is more measures to be taken to improve the placement of people with disabilities in the open labor market.



<p>Short description of services related to disabled people</p>	<p>Services related to disabled people:</p> <ul style="list-style-type: none"> ▪ Disability allowance ▪ Medical insurance ▪ Reduced working hours ▪ Priority for disabled people in public services ▪ Free transport in public transportation ▪ Exemption from the army ▪ Disability pension ▪ More favorable pension for the relatives of people with disabilities ▪ Discounts in bills ▪ Discounts in taxes ▪ More favorable loans ▪ 5 % of the university entrants (annual number of students) are people with disabilities
<p>Overview of training opportunities for operators working with disability</p>	<p>According to the data collected through the implementation of the 3 parts of IO1 (desk research, quantitative questionnaires, online focus groups), there are training opportunities regarding the education and the proper information of the professionals working with people with disabilities/ difficulties. These opportunities, most of the times, derive from the private sector and require a subscription fee for the attendees. There are many annual seminars, conferences, educational curricula, and workshops which are held randomly and are attended mainly by individuals.</p> <p>The majority of workplaces do not provide further education inside the institution. Consequently, the proper information of an operator regarding disabilities/ difficulties depends on his/her willingness to afford his/her education individually.</p> <p>The training opportunities in the public sector are less and they arise from educational institutions (schools, universities etc.). Indicatively, conferences are held by Special Education Advisors for teachers working in both</p>



	Special and General Schools as teachers in parallel support.
Overview of guidance/training courses for companies/stakeholders on application of regulations and disability integration	The participants of the focus group 2 consisting of stakeholders highlighted the absence of training opportunities for people who are involved with people with disabilities, but they are not professionally related to them. According to stakeholders, there is a lack of training programs and a lack of proper information about any training opportunity.
If data is available, resources allocated for trainings	The government has not included special budget for the training of the professionals dealing with people with disabilities. The training opportunities for the professionals usually arise from the private sector and have cost for the attendees. This cost is usually covered individually (not by the employers in the context of continuing professional training)



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IO1 DESK RESEARCH

NATIONAL DESK RESEARCH (IO1) – CYPRUS

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BRIDGES PROJECT - DESK RESEARCH - CYPRUS

PARAGRAPH	DESCRIPTION
Introduction	
Very brief description of country's general situation about integration of disabled people in the workplace	<p>The situation regarding the integration of disabled people in Cyprus is generally characterized by an obvious and persistent gap between the legislation and the policies, on one hand, and the actual benefit of disabled people, their families and professionals who support them, on the other.</p> <p>In 2017, the UN Disability Rights Committee (OHCHR) published an extended document of recommendations to the Republic of Cyprus regarding the rights of disabled people. The recommendations addressed several aspects of the integration of disabled people in employment and vocational development, in general. The government took a series of measures which are described in detail below. Actually, since 2017, the governmental interventions are very frequent and continuous. It is also remarkable that, recently, the Republic of Cyprus established an “umbrella” framework for the integration of disabled people in the workplace.</p> <p>Though, the research under the BRIDGES project shows that the ultimate beneficiaries (disabled people, families, supporting professionals) are rarely satisfied by the governmental policies. The criticism is not so much related to the content and the blend of policies per se. The comments and the scepticism are mostly oriented towards the publicity, the awareness and the effectiveness of the communication management of all</p>



	<p>those policies which, in their majority, remain declarations. Most specialists claim that the information regarding the policies and rights of the disabled people regarding employment does not reach easily the beneficiaries and the families.</p> <p>Families and supporting family members are another significant factor which prevents the policies from affecting a crucial mass among the disabled people. For the time being and due to the absence of acceptance as well as a non-discriminatory culture among employers and the general public, families are very reluctant to permit to their members to develop their vocational/professional skills. The reason is that, in case the disabled family member finds a job, the family will lose a significant amount of money which comes from the allowance that the disabled person receives.</p> <p>As a conclusion, Cyprus' legal and policy framework could be characterized as sufficient or at least not insufficient. Yet, the lack of awareness does not let these measures to flourish and make the change. The most important finding is that the current situation is not likely to change soon.</p>
<p>1.1 - Legislation overview</p>	
<p>Short description on national/ regional legislation about integration of disabled people in the workplace</p>	<p>As a general comment, Cypriot legislation on the issue of integration of disabled people in the workplace is generally in accordance with the EU and International law. The following international and EU law sources are explicitly mentioned within the national legislation:</p> <ul style="list-style-type: none"> • The UN Resolution No 48/96 ("Standard Rules on the Equalization of Opportunities for Persons with Disabilities"), • The UN Convention on the Rights of Persons with Disabilities (CRPD),



- The C159 - Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159) of the International Labour Organisation,
- The Council Recommendation of 24 July 1986 on the employment of disabled people in the Community (86/379/EEC),
- The Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation.

The “**Employment of People with Disabilities in the Public Sector (Special Rules)**” Law of 2009 (146(I)/2009), is the pillar of integration of disabled people in the employment as regards the **public sector**. One of the most important rules which are imported by law is that 10% of the total public servants must be people with disabilities. A very detailed system of assessment of the disability and the professional skills accompany this rule. The law also stipulates the provision of technical and technological assistive equipment for disabled public servants but also the obligation of public services to adapt the respective workplaces accordingly. Moreover, special definitions are set up in order to facilitate disabled people who pass through exams as candidates of public sector job placements.

On the other hand, since 2017, the Department of Labor of the Ministry of Labor, Welfare and Social Insurance, has been publishing “**Plans for Increasing Motivation (among employers) for the Employment of People with Disabilities**”. These Plans are considered the pillar of employment of disabled people in the **private sector**. These plans aim at facilitating employers in hiring disabled people. The Plan is accompanied by a collection of manuals, questionnaires, visual material (posters) and other documents, as an effort to better explain the entire procedure to employers. The Plan also offers a remarkable amount as financial support to employers who hire disabled people. The amount varies according to each specific case.

As an effort to intervene in a horizontal and holistic way, the Republic of Cyprus adopted the **1st National**



Strategy for Disability 2018-2028 which was established after the recommendations submitted to the Republic by the UN Disability Rights Committee (OHCHR). The 1st Strategy also reflects the principles set by **the European Strategy for Disability 2010-2020** and the **Strategy for Disability of the Council of Europe 2017-2023**. The Aim of the 1st National Strategy is to define the vision, the values, the strategic goals and objectives of the Republic of Cyprus regarding the application of the rights of disabled people. The Strategy re-orientates all competent and relevant entities of the Republic towards actions which will boost the living standards disabled people.

In parallel, the Republic of Cyprus recently adopted the **2nd National Action Plan for Disability 2018-2020**. The plan unifies the efforts of several different Ministries under the same framework and it covers various fields of interest:

- Independent living
- Employment
- Education services
- Transport and accessibility
- Health and rehabilitation services
- Awareness raising

1.2 - Policies and practices

Short description of policies in place or in

The Republic of Cyprus has established policies and regulations through the **Department of Social Integration of the Ministry of Labor, Welfare and Social Insurance**. Some of these regulated policies are:



<p>process in your country</p>	<ul style="list-style-type: none"> • The Plan for Funding Associations for the operation of Programmes of Supported Employment. Through this fund, the Ministry offers disabled people’s associations 13.500€ per year to hire vocational instructors who will empower disabled people towards their integration into employment. • The Plan for the Creation and Operation of Small Units of Self-employment for Disabled People. The Ministry of Labor offers 8.543€ to people who can pursue only a limited circle of professional activities due to physical, sensory, mental or other types of disabilities. • The Plan for Vocational Training. Disabled people are offered up to 1708€ to receive vocational training in order to overcome the difficulties imposed by their disability. • The Plan for Grants to Associations for Programmes of Vocational Training for Disabled People through the Special Fund of the Center of Professional Rehabilitation for People with Disabilities. Through this grant, associations can hire a trainer, rent a venue and training equipment and buy educational material. • The Plan for Grants to Associations for Programmes of Vocational Training for Professional on the issues of disability through the Special Fund of the Center of Professional Rehabilitation for People with Disabilities.
<p>Short description of services related to</p>	<p>From the part of the governmental and the centralized state services, one could say that a very strong financial safety net exists in Cyprus. There are various categories of allowance for each category of disability.</p>



disabled people

The authority which is responsible for assessing the allowance applications and monitors the overall procedure is the Department of Social Integration of the Ministry of Labor, Welfare and Social Insurance. Indicatively, the provisioned allowances cover the following categories:

- Allowance for serious kinetic disabilities
- Allowance to paraplegics, tetraplegics
- Allowance to blind people
- Allowance for transport
- Allowance for car purchase
- Allowance for wheelchairs and mobility trolleys purchase or leasing
- Special parking budge
- Allowance for prosthetics purchase
- Plan for supporting associations standing for the rights of people with disabilities
- Plan for the provision of social companions to people with serious disabilities

In 2017, the Council of Minister of the Republic of Cyprus voted for two very promising projects, the **“New Plan for Programmes of Supported Living”** and the **“Project for the Creation of New Residences of Supported Living”**. These plans are co-funded by the EU. At this initial phase of the project, 10 residences were offered to people with disabilities in the districts of Nicosia, Larnaca, Paphos and Ammochostos (Famagusta), thus, hosting 48 people with disabilities. 10 more residences were assigned to developers in 2019.

From the part of civil society, a very remarkable example which highlights the systematic efforts of disabled people themselves to ameliorate their living standards, comes from the Cyprus Paraplegics Association. The Association has created the so called **“Care Service”** which is a holistic of specialized and individualized services aiming at helping disabled people’s independent living. The **“Care Service”** offers caring, nursing,



	<p>social work, psychological and transportation services to disabled people.</p>
<p>Overview of training opportunities for operators working with disability</p>	<p>There is no organized training framework which provides training opportunities to professionals on a permanent or continuous way. Most training opportunities concern ad hoc events which are organized by the civil society or specialized bodies. Only certain public services which support disabled people decide to send their staff for training at these events. Most professionals of whose the experience was asked through the questionnaires and throughout the focus groups, have never attended a training or attend very rarely. This does not lead to the conclusion that training opportunities are totally absent from the Cypriot context, as explained above. Though, the lesser the professionals to attend a training opportunity, the lesser the opportunities gradually become.</p> <p>As a result, privately organized training events or EU projects can or already play an important role in filling this gap. For example, the project “SIDE” (ERASMUS+, n. 2016-3-AT02-KA205-001739, http://www.side-project.eu/) which involved the European University of Cyprus as a partner offered youth workers who support deaf people to gather and exchange experiences (see below under “Best practices” for more details).</p> <p>It is worth noting that the Department of Social Integration and the Department of Labor of the Ministry of Labor, Welfare and Social Insurance, despite the series of measures they took to support the inclusion of disabled people in employment, they did not systematize any kind of training for professionals who support disabled people. Thus, it is up to the civil society to apply for a grant to hire trainers for professionals.</p>



<p>Overview of guidance/training courses for companies/stakeholders on application of regulations and disability integration</p>	<p>The situation regarding this field is similar to the previous one.</p>
<p>If data is available, resources allocated for trainings</p>	<p>As presented above, a significant budget is allocated by the governmental treasury to the organisation of training for professionals, stakeholders and employers. Though, the state itself does not usually undertake training initiatives but it lets them to the civil society and private entities.</p>
<p>2. - Best Practice Samples</p>	
<p>Overview of good projects, campaigns, institutions, public structures about disabled's integration (at local, regional, national and European level).</p>	<p><u>Best Practice No 1- The Nicosia Vocational Rehabilitation Center "MERA"</u> Website: bit.ly/2KlmitM Email: mera.mhs@cytanet.com.cy Overview: The Nicosia Vocational Rehabilitation Center "MERA" (in Greek it means "day") was founded in 2002 and constitutes a local programmes of the Mental Health Services of the Ministry of Health. The Center's objective is to fight social exclusion, stigmatization of people with mental health issues and to promote social integration through vocational rehabilitation and social inclusion. The main priorities of the Center's services are:</p>



Identify and describe skills and competencies that are covered by these good practices.

Identify and describe what skills and competences are not covered and are needed.

- a. Psycho-social support of the disabled people and their families (individually or in groups)
- b. Pre-vocational preparation through training placement in workplaces for people with serious lack of vocational skills
- c. Alternative occupational programmes
- d. Supported employment
- e. Socialisation and social integration or re-integration programmes

In order for a person with psychic disability to be referred to the Nicosia Vocational Rehabilitation Center “MERA”, he/she must fulfill the following criteria:

- 18-60 years old
- People with psychic disability referred by Mental Health Services, the Social Welfare Services or a private doctor
- Stabilised psychic situation, no severe symptoms
- Non-violent behavior
- Sufficient level of self-care and hygiene
- Preparation by the referring authority
- Clear request for employment by the beneficiary him/herself

Skills covered:

The Center’s services cover the very basic vocational skills of the disabled people. The preparatory character of this training is obvious especially in the cases of pre-vocational training. We could say that in the case of “MERA Center”, disabled people are motivated to undertake a life course rather than really a proper profession.



Skills not covered:

Given the introductory character of the vocational training offered at the Center, more specialized skills are rarely covered.

Best Practice No 2: SIDE – Supporting Innovative Models For Deaf Youth Empowerment

Website: <http://www.side-project.eu/>

Overview: The aim of the project was to develop a blended learning model based on visual languages/arts and aimed at the acquisition of key and professional competences by deaf young people, so as to support their transition from education to work. Deaf youth, like other persons with disabilities, struggle in today's labour market and have more probabilities to become NEETs, due poor education, increase in skills mismatch, more jobs requiring higher qualification. In order to improve employment situation for deaf youth there is the need for educational and vocational programmes which are accessible and valorize the talents of deaf people.

The blended learning model addressed to deaf youth included face-to-face non formal training activities (outdoor training, coaching, Impro-theatre) and distance learning activities based on professional didactic modules developed through videos and sign language in a virtual environment.

Through non formal learning methods, the model provided the acquisition of high relevant key and transversal competences for empowerment and social inclusion;



Through virtual learning they acquired specific professional competences to valorize their attitudes and to have more opportunities for accessing to job. In order to create an open learning environment for innovative education, the project promotes the following tools and methodologies:

- ICTs to make available information and learning to a larger target group outside of the formal educational and VET system;
- non-formal education, which opens to ICT innovation because it is characterised by a high degree of flexibility and openness to change and innovation in its organisation, pedagogy and delivery modes;
- non-formal education, which caters to diverse and context-specific learning needs of young people (especially the ones with special needs).

This project was a 24 months ERASMUS+ YOUTH project which started in March 2017 ended in February 2019. The SIDE partnership included six organizations from four EU countries (Austria, Cyprus, Italy and Slovakia).

Skills covered:

Various vocational skills of deaf people were covered throughout this successful EU project in Cyprus and the other partner countries.

Skills not covered:

The project was related only to deaf people's vocational skills as it had a specific focus on them.

3. - Profile of professionals



Brief description of educational background and professions of specialists working with disabled people

Note: The educational backgrounds and the professions of the majority of specialists working with disabled people was identified through a comparative research of the desk research findings, the questionnaires and the focus groups. Still the answer to this question lacks non-doubtable documentation since no relevant governmental document or scientific research was located.

Educational Background:

- Most of specialists have at least a first university degree /Bachelor's. A big part of them also possesses a Master's degree.
- The most frequently identified **fields of education** of the specialists are:
 - Humanities
 - Social Sciences and Education
 - Health
 - Social Work
 - Vocational Education

Professional Background:

The most frequently identified professions were:

- Social Workers
- Psychologists/ psychotherapists
- Special Education specialists
- Art/music/dance movement therapists
- Lawyers/ Legal advisors



	<ul style="list-style-type: none">- Public servants/administration staff in various supportive services
Description of what skills they are provided with by their acquired education	<p>In general, the skills that all the above professionals acquire by their studies' curriculum are the very basic. Only in certain curricula there is a specific provision for skills related to the employment integration of disabled people. Most of the professionals who answered the questionnaires or took part in the focus groups wished they had developed their skills at a higher level and that they had more in-depth, real time training in general. Their skills comprised an overall understanding of the disabled people's situation, rights, difficulties and challenges but they did not actually had the chance to get into real problem solving, decision making. Only certain specialties like art/music/dance therapists who went through extensive training after their studies really had the chance to explore disability, the relevant obstacles and opportunities at deeper layer.</p>
Short description of any subject/course/module in their education curriculum aimed specifically at working with disabled people. If yes, what skills it is providing?	<p>The professionals did not refer to specific modules. From the desk research (undergraduate curricula of the local universities) we can find out that in Cyprus only the studies which are closely related to disabilities give a special focus to it and its repercussions on the individual's social life and integration. These fields are social work, psychology, occupational therapy, speech therapy, medicine, nursery, special educators etc.</p>



IO1 DESK RESEARCH

NATIONAL DESK RESEARCH (IO1) – ITALY

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BRIDGES PROJECT - DESK RESEARCH - ITALY

PARAGRAPH	DESCRIPTION
Introduction	
Very brief description of country's general situation about integration of disabled people in the workplace	<p>Social inclusion through work, in times of crisis, is one of the most important tests for industrial societies in which the phenomenon of exclusion is starting to involve increasingly large sections of the population.</p> <p>In the European Union, tens of millions of people live in disadvantaged conditions. Young people, people with disabilities, immigrants, low-skilled workers, ex-convicts, adults dropped out of the labour market who not only find themselves in deprivation but also have enormous difficulties in getting out of it because they have no prospects, no adequate professional skills.</p> <p>The path of disability awareness has been gradual over the years. In 1980, the International Classification of Impairments Disabilities and Handicaps (ICIDH) of the World Health Organization (WHO) distinguished between impairment, disability and handicap, meaning the second as a personal disadvantage and the third as a social disadvantage. In May 2001, WHO itself adopted the IICF, the new "International Classification of Functioning, Health and Disability", still in force in 191 countries around the world. It represents a real revolution in the definition and perception of the phenomenon because, for the first time, reference is made to an integrated approach, combining personal and social difficulties. This allows the correlation between health status and the environment, leading to the definition of "disability as a health condition in an</p>



	unfavourable environment".
1.1 - Legislation overview	
Short description on national/regional legislation about integration of disabled people in the workplace	<p>In 2009, Italy ratified the United Nations Convention on the Rights of Persons with Disabilities, introduced improved rules in the Italian legal system, especially in the field of work and employment, and established the National Observatory on the condition of persons with disabilities, with the aim of promoting the integration of this category of workers.</p> <p>As far as employment is concerned, the most important legislative act is the Law of 12 March 1999, no. 68 "Regulations for the right of disabled people to work", which aims to promote the occupational integration of people with disabilities through targeted support and placement services with public and private employers. This act foresees the submission of a Report on the state of application of the rule to the Parliament every two years.</p> <p>Law 68/1999 was partly amended by Legislative Decree no. 151/2015 with the aim of supporting social and occupational inclusion also through a simplification of existing procedures. In particular, the law provides for the adoption of new guidelines for the targeted placement of people with disabilities, which integrate the various actors involved and assess, in a comprehensive way, all aspects related to integration. The aim is to homogenize the various practices already existing in the territory.</p> <p>In detail, the principles that inspire the guidelines are:</p> <ul style="list-style-type: none">- the promotion of an integrated network among services to encourage the accompaniment and support of persons with disabilities during their path of insertion- the promotion of territorial agreements involving various stakeholders- the identification of bio-psychosocial assessment modalities of disability, together with the definition of



criteria for the preparation of employment projects

- the analysis of the workplace characteristics and indications on how to adapt them
- the establishment of a workplace integration manager who will be responsible for preparing personalised projects and solving problems related to the working conditions of employees with disabilities (Disability manager)
- the identification of good practices of work inclusion.

Law 68/99 gives Italian regions the task of organising the regional employment system with the mandate to ensure active labour and training policies through the enactment of regional laws. In this sense, Emilia-Romagna with REGIONAL LAW of 1 August 2005, n. 17, RULES FOR THE PROMOTION OF EMPLOYMENT, QUALITY, SAFETY AND REGULARITY OF WORK promotes the employment integration of people with disabilities and establishes the Emilia-Romagna Regional Fund for the employment of people with disabilities. The Emilia Romagna Region recently issued the Regional Law 30 July 2015, n. 14, DISCIPLINE TO SUPPORT WORKING INSERTION AND SOCIAL INCLUSION OF PEOPLE IN CONDITION OF FRAGILITY AND VULNERABILITY, THROUGH THE INTEGRATION AMONG JOB, SOCIAL AND HEALTH PUBLIC SERVICES, in which it regulates the support for the employment of people in fragile and vulnerable conditions who show problems related to employment and social or health dimension at the same time, but having no certification and therefore not benefiting from targeted placement. This measure identifies and regulates the tools for job integration and the support necessary to rebuild conditions to overcome, or at least significantly reduce, the fragilities and vulnerabilities detected. This measure aims to support the disadvantaged population who has not been taken into consideration so far, because not certified according to the criteria laid down in Law 68/99.

1.2 - Policies and practices



<p>Short description of policies in place or in process in your country</p>	<p>The Services for social and job inclusion of disadvantaged people act along three lines: strengthening the system, developing public/private networks dedicated to supporting the process of social and job inclusion of disadvantaged people and integrating labour policies with training, social and health policies. The objective is to remove obstacles to accessibility according to the following principles:</p> <ul style="list-style-type: none">- to promote, support and coordinate initiatives aimed at the inclusion of people with disabilities by recognising equal dignity and opportunities for all- ensure full implementation of disability legislation- cooperate with all organisations representing people with disabilities- participate in activities promoted in this field by the European Union, the Council of Europe, the United Nations and other international bodies.
<p>Short description of services related to disabled people</p>	<p>The responsibility for public employment services including targeted placement for people with disabilities is held by ANPAL - National Agency for Active Job Policies or, as in the case of Emilia-Romagna, of the Regional Employment Agency. In accordance with Law no. 68/99, the public body manages the lists of potential workers to be placed in companies with nominative or numerical procedures. In the case of nominative procedures, the employer freely identifies the worker and requires authorization from the territorial employment office to proceed with hiring the person. In case of numerical procedures, the employment office formulates a ranking for each specific job opportunity in response to the professional profile to be covered in the companies under obligation, and proceeds with inserting the right person entitled to the position. Another way to comply with the recruitment obligation is to enter into an agreement with a social cooperative or a consortium under which the company provides a job order for a disabled person who is employed by the third sector organisation; the employment office has the task of identifying the workers to be employed. At the end of the job order, companies can hire the disabled workers or provide further orders. Targeted placement operators have a range of tools at their disposal enabling them to properly assess people with disabilities in their work capacity</p>



	<p>and place them in the right working environment. They can set up orientation actions, individual interviews for the evaluation and valorisation of residual skills, group meetings on job search techniques, personalized training and/or internship proposals. The targeted placement service also makes use of a specialised orientation service providing advice, mediation, accompaniment and mentoring.</p> <p>Local social services are also involved in job integration through S.I.L (Job Placement Services), which aims to create individualized pathways for orientation, training and integration into work through traineeships. This service promotes social inclusion, in accordance with education, training and active labour policies, for people who have more difficulties and are therefore at risk of exclusion from the job market. It also includes laboratory activities to observe and evaluate working and social skills of people leaving school or young people with physical disabilities and cognitive and socio-relational limitations. The aim of this activity is to promote the acquisition of social and professional skills; to facilitate integration and support on the territory for leisure activities and to pursue a rehabilitation aimed at creating employment opportunities for those people with reduced production standards and operational performance and therefore requiring a longer time to enter the normal production process.</p>
Overview of training opportunities for operators working with disability	The training of operators is under the responsibility of the organisations they work for, so each organisation can take action on the basis of an internal training needs' analysis, also benefiting from public funding, in particular inter-professional funds. No ad hoc training proposals have been found, but each operator can individually enrol in courses on particular topics starting from his/her own needs.
Overview of guidance/training courses for companies/stakeholders	There are no structured training pathways on legislation and employment services for disabled people for companies or stakeholders. Regional Agencies or ANPAL services can offer advice on administrative requirements and facilitations provided by national and regional legislation. Trade associations can offer their members short information courses or prepare vademecum on the subject.



<p>on application of regulations and disability integration</p>	
<p>If data is available, resources allocated for trainings</p>	<p>Since there are no structured courses, it is difficult to find data regarding the resources put in place for the training of operators involved in job placement.</p>
<p>2. - Best Practice Samples</p>	
<p>Overview of good projects, campaigns, institutions, public structures about disabled's integration (at local, regional, national and European level).</p> <p>Identify and describe skills and competencies that are covered by these good practices.</p> <p>Identify and describe what skills and competences are not covered and are needed.</p>	<p>Italian Association of People with Down Syndrome (AIPD)</p> <p>In Italy, the Association has been fighting for the rights of people with Down Syndrome for 40 years, including the right to have an adequate job placement. The association implements projects of job inclusion for people with intellectual disabilities, which start from reflecting and sharing objectives with families, up to providing practical suggestions to involve companies, evaluating and selecting candidates and finally tutoring of the integration paths. The main tool used by the association to support disabled people in their training towards employment is the Observatory on the World of Work. This entity carries out a consultancy service to companies, Down adults and their families, in order to facilitate the match between supply and demand, monitoring the legislation in force and coordinating the operators of the territorial AIPD Sections who follow the first phases of insertion with a tutoring on the workplace.</p> <p>Among the Association's contributions to job inclusion was the project "Workers with Down syndrome: from assisted users to taxpayers", launched in 2018. The initiative involves 9 operators, 18 people with Down syndrome and their families, belonging to 9 AIPD Sections (Belluno, Cosenza, Frosinone, Grosseto, Latina,</p>



Oriстано, Potenza, Rome and Vulture) of 6 different Regions (Basilicata, Calabria, Lazio, Sardinia, Tuscany and Veneto).

In detail, it provides: counselling, information and training actions both in presence (training for family members; orientation and training courses for young people with Down syndrome) and at a distance (via online course and telephone); initiatives to raise awareness in the corporate/institutional world; case-by-case monitoring and tutoring; the launch of new Job Placement Services (SIL) in the AIPD Sections that don't have one yet.

The most important emerging aspect concerns the vast network of collaborations with public, private and non-profit organizations that the AIPD maintains to carry out its awareness and support activities. These allow not only a greater visibility to reach the whole population, but also a combination of different skills and professionalism that make targeted and innovative activities possible.

Disability Management

Among the good practices in the field of job integration of disabled people we can include the profile of the **Disability Manager**. This idea was born in Rome thanks to the collaboration between the pharmaceutical multinational Merck Serono and the trade union representatives of CISL, CGIL and UIL, which gave birth to a two-year experimental project aimed at the integration of workers with disabilities, with the support of a specific Observatory on Corporate Job Inclusion.

The Disability Manager provides additional skills to an already consolidated basic professionalism acquired through a dedicated training course or a master's degree. He or she must have knowledge of labour legislation, in the areas of disability assessment, bioethics, accessibility to the world of work and training, definition of Disability Management plans and a sensitivity to a series of issues relating to third sector and social inclusion.

The Disability Manager has innovative tools at disposal, such as local active employment policies dedicated to disability (e.g. Dote Lavoro Disabili Lombardia, Programma Garanzia Giovani Disabili in Piedmont, Giovani Sì in



Tuscany), Smart Working, Contractual Welfare and Integrative Healthcare; he has to work in the perspective of Work-Life Balance in order to create a real integration and enhancement of people with disabilities or serious pathologies, from the insertion until the end of their professional life. In essence, the disability manager is a person who defines, coordinates and manages different professional figures, with the aim of meeting the needs of people with disabilities and at the same time to empower them, bringing advantages and opportunities to the benefit of the entire company context and not just to the disabled.

He or she may be an employee or an external consultant and must have a business role that allows him or her to have a significant impact on the company's strategies and policies.

<https://www.superabile.it/cs/superabile/sportelli-e-associazioni/associazioni/aipd--associazione-italiana-persone-down.html>

<https://www.superando.it/2017/04/20/come-il-disability-manager-cambiera-lapproccio-allinclusione-lavorativa/>

<https://welforum.it/la-figura-professionale-del-disability-manager/?highlight=disability%20management>

Job placement kit: the tutor of the training path

A figure similar to the disability manager is the **training path tutor**, reported in the "Kit for job placement of the disabled person", part of the "Training course for direct and online store operator" for disabled people aged 18 to 26 years, funded by the European Regional Development Fund Objective 3 of Abruzzo Region and implemented by Associazione Focolare Maria Regina which presents an innovative training model.

It is a reference figure for the organization and management of the training course, for students, teachers and companies involved in the experimentation. The tutor is present for the entire duration of the training cycle and supervises the proper conduct of the job placement. It is important to underline how the tutor tends to be the figure on which disabled students place their trust and on which they pour anxiety and fear generated by the alternation of different people, new things to do and places to stay. It must therefore be a person with



high sensitivity, possibly with experience in the field of disability. On the other hand, the tutor also has the task of introducing the trainers in the classroom (they may be entrepreneurs without experience in the relationship with disabled people): for this purpose, it is recommended to have at least a preliminary meeting with the trainers (possibly involving the psychologist and the social worker), where the overall picture of the learners is presented and the most difficult cases are described, as well as indications on the didactic approach of the lessons are given.

<https://www.ibambini.it/uploads/formazione/File/progetti/libro.pdf>

Networking: Equal Nautilus project

Another good practice for innovation in job placement activities is to involve different resources and different actors. This is the case of the Equal Nautilus project - new routes for job integration, presented in 2002 by the operators of the Local Healthcare Unit 16 in Padua and carried out in collaboration with the Province, the Municipality, schools, training centres and social cooperatives. Equal's aim is to be a real "laboratory" in which to conceive, experiment and disseminate new practices to combat inequality and exclusion in the workplace. A priority tool is the activation of development partnerships that promote active collaboration between different actors at local, national and transnational level. By fostering such integration, Equal aims to encourage the dissemination of innovation experiments at a technical-operational level and to transpose the solutions identified in the reference regulatory and political systems.

The project is characterized by a first stage of research, knowledge and codification of all the processes involving the entire network of operational services for job integration of disadvantaged categories: from this research it emerges that the path of the disabled person from school to the job market is characterized by discontinuity and difficulty of connection. The aim is to develop a connection between the different bodies (school, Province, training institutions, Local Healthcare Unit), in order to achieve a better management of information, thus creating more personalized projects. Some training courses have been carried out, with over



120 operators from all the services belonging to the Nautilus network, in order to share the new tools developed. The importance of mediation is also stressed, as a tool that facilitates the transition to work by creating a link among disadvantaged people, the training system and the productive system. The mediator must help, accompany and support disadvantaged workers and companies, combining human resources with those of the productive system and linking social, health, training and job integration interventions. The project foresees new methods of job orientation and accompaniment, allowing the creation of organs with different functions:

The Orientation Centre: an experimental service available to disadvantaged students and families, with the aim of indicating the best training opportunities offered in the area and accompany them in the choice and attendance of the course.

- The Centre for Guided Job: a service aimed at those who need more in-depth observation of work skills, individualised support and gradual accompaniment to work. The course can last from 6 to 12 months, it takes place between the "protected structure" and the company context. The objective is to introduce more effective actions able to respond to the needs of the subject and to bring him/her closer to work with personalised methods and timescales.
- The Active Job Search program: provides an operator with the task of supporting in the search for a job, activating autonomy and motivation, making the person protagonist of his/her professional project.

The Nautilus project proposes itself as an innovative solution that provides agile, intermediate, effective, but also sustainable services, capable of absorbing the innovation and structuring it permanently within the system.

https://www.regione.veneto.it/c/document_library/get_file?uuid=c083b000-87d5-4571-97c6-bcdbdb9016d1&groupId=10793

JobLab – Workshops, pathways and communities of practice for the employability and job inclusion of



people with disabilities

Another virtuous example is represented by the JobLab project - Laboratories, pathways and communities of practice for the employability and job inclusion of people with disabilities, started at the end of 2018 and closing in June 2020, financed by the Ministry of Labour and Social Policies.

The aim of the project is to address the issue of the right to work for people with disabilities, as work is one of the most evident forms of discrimination based on disability and preclusion of equal opportunities. The project intends to fill the gaps, favouring the active sharing of knowledge and good practices among all the actors of the system, the elaboration and experimentation of effective and feasible models and solutions, the comparison on the concrete cases' management, the setting up of reasonable accommodations, the awareness raising on discriminations and the development of tools to fight it.

For the success of this project, the training of operators working with disabled people and the confrontation among them are fundamental.

For this reason, JobLab offers a free distance training course for social workers and association managers dedicated to the basic knowledge of the legislation on the right to work of people with disabilities.

Moreover, training events are organized on the territory addressed to public and private operators, association leaders, managers and coordinators of employment services, managers of public and private companies. These meetings are intended to disseminate skills and competences and to develop a common culture of job inclusion and targeted placement. The aim is to share approaches and operational tools for the respect of the right to work of people with disabilities, and to provide insights, case studies and problem-solving pathways. The training contents focus on four strands: job integration tailored project; pathways and solutions for job inclusion for people with intellectual, relational or psychiatric disabilities; territorial network of targeted job placement; the company dimension: from obligation to collaboration. The didactic methodology consists of programmed self-training paths, which can be scheduled freely by the participants. Each module is centred on a video-lesson together with downloadable educational materials, divided into: textual documents, normative



references, in-depth analysis.

<https://www.fishonlus.it/progetti/joblab/#eventi>

Social and job integration of people with mental health problems in the Municipality of Palermo

With regard to job integration of mentally disabled people, the project developed by the Municipality of Palermo in collaboration with the Local Mental Health Service is a virtuous example. The project highlights the importance of the supervisor/coordinator, in order to carry out a targeted job placement. The supervisor must have a master's degree and five years of proven experience in the field, or a high school diploma and ten years of proven experience in the field. The Coordinator/Supervisor has the function of organizing the service with employers and users, is responsible for the service quality, monitors the work experience, verifies the operational consistency and feasibility between objectives, resources and actions. The Coordinator/Supervisor coordinates the different actions of the project and supervises them through scheduled meetings with other professional figures; moreover, through targeted support and tutoring actions, he has to take care of the relational integration of the user with his fellow workers; finally, where possible, he has to elaborate information and awareness strategies for the territorial productive environment, in order to favour conditions of greater social acceptance of persons with psychic disability.

http://www.attivitasociali.palermo.it/document/allegati/pianozona/azione_30_L328.pdf

PROFARM project

Another example of best practice is represented by the PROFARM project - Professional and personal empowerment in social farming - started in 2016 and finished in 2018 and funded with the support from the European Commission.

The main objective is to experiment a model that can contribute to the well-being, professional/personal growth and the social integration of VET students with disabilities in the field of agricultural production. The



final aim is to reshape horizontal integration through individuals with disabilities, their families, schools, social-health services and private partnerships, to facilitate the employment and social inclusion of young disabled persons through Social Farming. More in detail, the project has focused on identifying cross-policy synergies and multi-professional partnerships to ensure integrated services in favour of the user/student as a person. PROFARM activities has taken place in three European countries (Italy, Germany and the Netherlands), with a very different socio-economical and geographical asset among them. The strategic approach of PROFARM was based on four pillars assessed during the implementation of the national experimentations: case management approach; co-planning procedures and guidelines; careers guidance and skills development; assessment of the social farming requirements.

<http://profarmproject.eu/>

3. - Profile of professionals

Brief description of educational background and professions of specialists working with disabled people

A profile working in the targeted employment services is the Assistant for active labour policy, people with a secondary education diploma and the task of carrying out administrative practices and all the procedures indicated by the law. These Assistants are also responsible for the counter management, information and reception, front office and back office.

The specialists in employment policies are the other professionals who work at the Employment Centres and provide guidance, support for job placement, with the aim of identifying the users' skills and needs; they develop and manage personalised pathways for active job search and prepare active policy measures. For this position it is necessary to have a degree (either old "five-years" system, master's degree or three-year degree).



	<p>In general, the calls for operators' selection of the Employment Centre do not indicate any particular educational requirement, only the skills and knowledge necessary to cover the roles. In the territorial services of the social area (S.I.L.), on the other hand, educators hold a relevant degree and are responsible for developing individual job placement projects and mentoring activities.</p>
<p>Description of what skills they are provided with by their acquired education</p>	<p>Thanks to their training, educators have learned to plan and manage interventions and paths of inclusion identify needs and enable the achievement of objectives; they have the pedagogical knowledge useful to carry out tutoring activities. They are also able to manage groups and have knowledge related to multiculturalism. For the other profiles involved in job placement, identifying skills learned in the educational curriculum which are useful to the profession is complex as no specific paths are required. In general, in high school, people acquire a solid cultural base which can be scientific and technological or more humanistic. In these curricula, particularly those with a technical focus, people learn to apply what they are taught. People with university studies, on the other hand, develop the ability to study texts in depth and to find information. Those who have done legal studies have knowledge of law useful in carrying out tasks related to employment services, while those who have a social-psychological background have knowledge useful for managing relationships with people in difficulty.</p>
<p>Short description of any subject/course/module in their education curriculum aimed specifically at working with disabled people. If yes, what skills it</p>	<p>The knowledge of Administrative Law and legislation on targeted job placement, employment contracts and internships provide a useful base to move confidently in the professional activity in the field of targeted placement. Other needed knowledge and skills concern the relational sphere and the ability to provide complete and clear information in a short time in the management of the relationship with the user. Operators must be able to:</p> <ul style="list-style-type: none"> – plan and control the activity in different situations and facing unexpected events or emergencies – choose the most effective operating methods in compliance with the rules and according to the



is providing?

achievement of the assigned objectives

- identify relevant solutions appropriate to the specific problems addressed
- managing relations with users (citizens and companies)
- activate a network aimed at solving problems and circulating information
- working in groups and stimulating collaborations and exchange
- demonstrating listening, help and communication skills.

The professional educators working at SIL must be experts in mediation, have specific psycho-social skills and knowledge of the regulatory framework. They must also be able to:

- look for resources on the territory matching their user
- assess training internships to verify the appropriateness of the job placement and to evaluate the person's actual skills
- monitor the internship path, facilitating the relationship between the disabled person and the work environment, activating targeted paths aimed at maintaining the job
- carry out post-recruitment monitoring in order to detect any possible difficulties.



IO1 DESK RESEARCH

NATIONAL DESK RESEARCH (IO1) – SPAIN

Asociación Caminos – Asociación para el intercambio educación y desarrollo social

BRIDGES – Broadening positive Reflections on the Issue of Disability, Generating Empowerment for Stakeholders

Agreement n. 2019-1-PT01-KA204-061388

Co-funded by the
Erasmus+ Programme
of the European Union



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BRIDGES PROJECT - DESK RESEARCH - SPAIN

PARAGRAPH	DESCRIPTION
Introduction	
Very brief description of country's general situation about integration of disabled people in the workplace	<p>It is not easy to deliver a direct and unique definition of the concept of disability in the context of Spain, and the concept itself has not been used in a consistent way. In the same way, the definitions of the professional competencies towards disability have changed continuously, from strictly medical competencies to other areas (education, labour, etc). Thus, the study of the concept, the comparison between measurements and the difference between other countries is complicated.</p> <p>Within the Spanish context, the <i>Servicio de Información sobre Discapacidad</i> defines disability currently as <i>the physical or mental incapacity caused by a disease or a birth defect. Disability originates from the fact of not being able to perform certain functions, without the existence of a loss of worth or value of the affected person.</i></p> <p>According to data from 2015, the economic activity rate among those classified as disabled was a third (33.9%) of the potential labour force, which is over 44 percentage points lower than the overall EAR for the entire Spanish working age population, which rests at 78.1%. There are clear differences in the integration of people with disabilities according to their level of education and type of disability, with</p>



	<p>the general tendency being towards higher activity rate among those with higher education, as well as lower activity rate among those with audio or visual impairment, compared to other physical or mental disabilities.</p> <p>Consequently, the rate of persons with disability at risk of poverty or exclusion (AROPE) has been higher than the national average, with around 30% of all persons with disability being at risk. The gap in recent years has decreased significantly, however much of that is due to the general increase in risk of poverty and exclusion among the general population, than due to any improvement among the persons with disabilities (compare 30.5% for persons with disability and 21.3% for those without in 2009 to 31.1% and 27.1% respectively in 2014).</p>
1.1 - Legislation overview	
Short description on national/ regional legislation about integration of disabled people in the workplace	<p>The Spanish law has incorporated the UN Convention on the Rights of Persons with Disabilities and EU laws on the matter. Additionally, Spain has a wide range of national and regional laws regarding the rights of people with disabilities, which is also due to the decentralised nature of Spain as a country with wide-ranging regional autonomies.</p> <p>Still, these regional differences most of all regard the allocation of funding to services for persons with disabilities and the implementation of these services, as fundamental rights are regulated by the national law in accordance with the UN convention.</p>
1.2 - Policies and practices	



<p>Short description of policies in place or in process in your country</p>	<p>In Spain, social inclusion is often understood synonymously with inclusion in the labour market. Thus, most measures aiming at assisting persons with disabilities are aimed at increasing their access to the labour market. The state uses two means to facilitate this, which is on the one hand strict guidelines for the employment of persons with disabilities in the public sector, while on the other hand for the private sector, employment is encouraged with subventions and other financial incentives.</p> <p>One important institution in helping the labour insertion of persons with disabilities are the Centros especiales de empleo (Special Employment Centres), which work on the implementation of the directive measures for improving employment in the private sector.</p> <p>Despite this, the economic activity rate among persons with disabilities is, as mentioned before, significantly below the national average.</p>
<p>Short description of services related to disabled people</p>	<p>Most services for disabled people are NGOs which often receive funding from the state or the autonomous regions. Regarding this point, the network of the Confederación Española de Personas con Discapacidad Física y Orgánica (COCEMFE) and its associated organisations in the regions and provinces are important. These often provide some assistance in care, but also legal assistance, training for professionals and volunteers, political representation and help with labour insertion.</p> <p>Other organisations with similar aims would be ONCE (Organización Nacional de Ciegos Españoles), Plena Inclusión, CNSE (Confederación Estatal de las Personas Sordas), the Confederación Salud Mental España, FIAPAS (Confederación Española de Familias de Personas Sordas) and ASPACE (Confederación Española de Federaciones y Asociaciones de Atención a las Personas con Parálisis y Afines). Most of these organisations are</p>



	<p>specialized on specific kinds of disabilities, with cooperations existing between them.</p> <p>Many smaller organisations exist that are also affiliated with these larger organisations and which operate at provincial and regional level. However, due to this, it is hard to give an overview on all their activities due to the multitude of organisations in existence, as well as the differing level of dissemination between them. As an example, COCEMFE’s provincial organisations in Málaga only have an online presence on Facebook (their website as of writing this report being non-functional), making an overview on the organization difficult, while the one for Granada seems well-established, cooperating with a wide-range of local entities. The overarching regional Andalucía Inclusiva COCEMFE also has incorporated these provincial organisations, but itself was only established in 2014, being predated by some of its suborganisations. This is however not to call into question the activities of these organisations, but merely to point out the differences in documentation making it difficult to formulate a unified list of activities for all of them.</p>
Overview of training opportunities for operators working with disability	<p>There doesn’t seem to be much of an organized framework for people working with persons with disability, except in the context of supported employment and job orientation for persons with disability, where special courses are decreed by the Real Decreto 721/2011 of the 20th of May 2011. Much of the dedicated training opportunities in Spain seems less tailored on working with persons with disabilities and more to assist in their labour market insertion, either by training professionals to help in orientation and supported employment or by training the persons with disabilities to enhance their skill level.</p> <p>Training otherwise mostly comes from non-formal sources and is thus often very localized and non-standardised across regions.</p>



<p>Overview of guidance/training courses for companies/stakeholders on application of regulations and disability integration</p>	<p>Not much different from above.</p>
<p>If data is available, resources allocated for trainings</p>	<p>We did not find any.</p>
<p>2. - Best Practice Samples</p>	
<p>Overview of good projects, campaigns, institutions, public structures about disabled's integration (at local, regional, national and European level).</p>	<p>Example 1: Bienal de Arte Contemporáneo</p> <p>Organised by the Fundación ONCE, the Biennale of Contemporary Art is a cultural event to exhibit works made by artists with disabilities. The project was organized for the first time in Madrid 2006 and has since been repeated multiple times. The Biennale is an attempt both to help artists with disabilities to establish themselves on the market, thus a labour insertion measure, and to normalize the relationships between persons with disabilities and the society at large also in the field of art. It should be noted that this is one of multiple art-related projects of Fundación ONCE.</p>



Identify and describe skills and competencies that are covered by these good practices.

Identify and describe what skills and competences are not covered and are needed.

The Biennale improves the integration of artists and provides a means to introduce them to the mainstream society. It builds on their artistic expertise and also shows appreciation for their artistic achievements, in line with the policy of appreciating the persons as humans with their own personalities (and artistic expression). The project also takes into account the reality of the art scene and how regular labour insertion measures often would not work in this area, thus the project tries to cover an area that would otherwise be harder to reach.

Obviously, the project does not cover areas outside its specialized narrow scope (as it itself is complimentary to the regular programs of ONCE) and works mostly with people who are already pursuing arts. Thus, it can obviously be regarded as a complimentary measure and can be potentially adapted to other groups.

Example 2: accesibilidad y capacidades cognitivas

This initiative was started by several organisations that are working with persons with cognitive disabilities to gather information on accessibility in urban environments and make it systematically available. The three main objectives of the project are:

- Compiling reports on the situation in relation to accessibility in urban spaces for persons with cognitive disabilities.
- Create a space for exchange among organisations working with people with disability and experts in the field to discuss the matter and collaborate to create web tools.
- Create a library of resources on accessibility in urban spaces that is publicly available, validated and transferable.

The project has been running for several years and has multiple participant organisations, including



aforementioned ONCE and ASPACE. It has compiled several reports already and has published them. The project is aimed at providing resources especially for guiding decisionmakers to enhance accessibility in urban environments.

The project limitations would be the limited scope to people with cognitive disabilities and the need to put in further resources to disseminate these tools beyond just publishing them (we are not privy to what kind of resources these organizations use for dissemination among decisionmakers). Additionally, the measure is mostly aimed at accessibility in urban areas and thus does not cover rural areas nor does it provide further social or labour integration. It has to be understood though that this program is part of a wide array of programs of these organisations, complementing other programs with other focuses.

3. - Profile of professionals

Brief description of educational background and professions of specialists working with disabled people

It was not possible to find a unified profile in regard to education of professionals working with disabled people. That is not to say that they have no education, as many do have at least some education related to the field, often a university degree in one of the following areas:

- Social education
- Pedagogics
- Physiotherapy
- Medicine
- Psychology
- Logopedics
- Occupational Therapy



	<ul style="list-style-type: none">• Nursing• Labour Insertion• Sign Language <p>While there is not much of a general definition of what fields of study might be necessary to work with persons with disability, there often is an emphasis, especially by the organisations that work with these people, to highlight personal qualities, like respect, dignity, appreciation for diversity and the individual person, regardless of their special needs.</p>
Description of what skills they are provided with by their acquired education	Due to the lack of unified curricula, there is little that can be called a specific skillset acquired through education.
Short description of any subject/course/module in their education curriculum aimed specifically at working with disabled people. If yes, what skills it is providing?	No.



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IO1 DESK RESEARCH

NATIONAL DESK RESEARCH (IO1) – IRELAND

Meath Community Rural and Social Development Partnership Limited

**BRIDGES – Broadening positive Reflections on the Issue of Disability,
Generating Empowerment for Stakeholders**

Agreement n. 2019-1-PT01-KA204-061388

Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



BRIDGES PROJECT - DESK RESEARCH - IRELAND

PARAGRAPH	DESCRIPTION
Introduction	
Very brief description of country's general situation about integration of disabled people in the workplace	<p>Ireland has a number of organisations that can assist in integrating disabled people into the workplace.</p> <p>The National Disability Authority is the independent state body providing expert advice on disability policy and practice to the government and the public sector, and promoting Universal Design in Ireland. The National Disability Authority has prepared guidance retaining employees who acquire a disability and provides employers with information about how to help employees who have acquired a disability to stay in work or return to work after a period of recovery.</p> <p>The Department of Employment Affairs and Social Protection offers a number of workplace supports schemes for people with disabilities and their employers or prospective employers. The Reasonable Accommodation Fund provides supports to assist employers to enable a person with a disability to have access to or to remain and progress in employment. Under the Reasonable Accommodation Fund, the department can help employers and employees with a disability to take appropriate measures to help a person with a disability to access, improve or retain their employment by providing the following grants such as the Workplace Equipment Adaptation Grant, the Job Interview Interpreter Grant, the Personal Reader Grant and the Employee Retention Grant. (Government of Ireland, 2020).</p>



The **Workplace Equipment/Adaptation Grant provides employers with** grants towards the cost of adapting premises or equipment to provide a more accessible workplace for people with disabilities. For example, installing ramp or toilet to make the workplace more accessible for people with a disability.

The Employee Retention Grant aims to help private sector employers to keep employees who acquire an illness, condition or impairment (occupational or otherwise) that affects their ability to carry out their job. For example, identifying accommodation or training or both or retraining the employee so that they can take up another position within the company.

The Job Interview Interpreter Grant provides funding to jobseekers who are deaf or hard of hearing or who have a speech impairment to allow for the hiring of an interpreter to attend job interviews with the jobseeker. Funding may also be provided to cover the costs of an interpreter during an induction period.

The Personal Reader Grant provides a grant for an employee who is blind or visually impaired and who needs assistance with job-related reading can apply for a grant to employ a personal reader.

The Wage Subsidy Scheme gives financial incentives to private sector employers to employ people with a disability. The work offered must be for a minimum of 21 hours per week and the subsidy is available up to 39 hours per week. (Government of Ireland, 2020).

The Disability Awareness Support Scheme provides funding so that employers can provide Disability Awareness training for employees who work with a colleague with a disability. This training should be aimed at assisting the integration of people with disabilities into the workforce.



EmployAbility Service is a countywide employment and recruitment service set up to assist people with a disability to secure and maintain a job in the open labour market. (JobMatters, EmployAbility Service, 2020). Through the provision of Job Coaches, this scheme provides support to people with a disability to enable them to secure and maintain employment. The ultimate outcome is that the employee becomes independent of Job Coach support and is able to progress in their career.

1.1 - Legislation overview

Short description on national/ regional legislation about integration of disabled people in the workplace

Employment Equality Acts 1998-2015

The Employment Equality Act outlawed discrimination on the grounds of disability in employment, including training and recruitment. However, the Employment Equality Acts state that an employer is not obliged to recruit or retain a person who is not fully competent or capable of undertaking the duties attached to a job. (Citizens Information, 2019).

The Act covers employees in both the public and private sectors. The Act outlaw's discrimination on any of the discriminatory grounds in all areas relevant to employment as follows:

- Discrimination by employers: with regard to access to employment, conditions of employment, training and promotion.
- Discrimination in collective agreements: with regard to access to and conditions of employment and equal pay for like work.
- Discriminatory advertising: which indicates an intention to discriminate or advertising that might reasonably be understood as indicating an intention to discriminate



- Discrimination by employment agencies: against any person seeking employment or other services of the agency (e.g. Career guidance or training)
- Discrimination in vocational training: discrimination in the provision of vocational training.
- Discrimination by certain bodies: Discrimination by trade unions, professional and trade associations as regards membership and other benefits. (Irish Human Rights and Equality Commission, 2020)

The Equality Act 2004

The Equality Act 2004 states that individuals should not be discriminated (directly or indirectly) against nine grounds which include Gender, Civil Status, Family Status, Age, Race, Religion, Disability, Sexual Orientation, and membership of the Traveller community. (Equality Act, 2004).

Direct discrimination involves making a direct comparison e.g., making a comparison with someone who has a disability with another person with no disability. Indirect discrimination involves practices of policies which may appear to not discriminate actually have a discriminatory impact on that individual or group. (Citizens Information, 2020).

The Equality Act aims to promote equality by forbidding discrimination in employment and vocational training.

Disability Discrimination Act 2005

This act states that there is an obligation on public bodies to be pro-active in employing people with disabilities. The act sets a 3% target for the employment of people with disabilities in the public service.

The act establishes a basis to restrict the use of information from genetic testing for employment. This



	<p>provides safeguards for the use of information obtained from genetic testing to ensure that people who may be affected by genetic disorders will not be subject to any unreasonable requirements from an employer. (Department of Justice, Equality and Law Reform, 2005).</p> <p>Safety, Health and Welfare at Work Act 2005 Employers must ensure the <u>safety, health and welfare of all employees</u> in their workplace. Special mention is made of employees with disabilities and employers are directed to take their needs into account, particularly with regard to doors, passageways, staircases, showers, washbasins, lavatories and workstations. (Health and Safety Authority, 2005).</p>
<p>1.2 - Policies and practices</p>	
<p>Short description of policies in place or in process in your country</p>	<p>The Comprehensive Employment Strategy for People with Disabilities 2015-2024 Recent policy in Ireland has begun to take a proactive approach to ensure the inclusion and participation of people with disabilities, especially in the area of employment. The Comprehensive Employment Strategy (CES) for People with Disabilities 2015-2024, is a ten-year strategy aimed at ensuring that people with disabilities, who are able to work and want to work, are supported and enabled to do so. (Department of Justice and Equality, 2015). This is a cross-government approach to bring together actions by different government departments and state agencies to address the barriers and challenges to employment of people with disabilities.</p> <p>The six strategic priorities are Build skills, capacity and independence, provide bridges and supports into work, make work pay, promote job retention and re-entry to work, Provide coordinated and seamless support and</p>



	<p>Engage employers. (Department of Justice and Equality, 2015)</p> <p>National Disability Inclusion Strategy 2017-2021</p> <p>The Strategy will take a whole of Government approach to improving the lives of people with disabilities both in a practical sense, and also in creating the best possible opportunities for people with disabilities to fulfil their potential.</p> <p>The Strategy comprises of eight themes, Equality and Choice, joined up policies and public services, Education, Employment, Health and Wellbeing, Person centred disability services, Living in the Community and Transport and access to places.</p> <p>The National Disability Inclusion Strategy focus on implementing the Comprehensive Employment Strategy for Persons with Disabilities, including an increase of the public service employment target from 3% to 6%, arrangement of special public service competitions and the opening up of alternative recruitment channels for people with a disability. (Department of Justice and Equality, 2017).</p>
Short description of services related to disabled people	<p>RehabCare</p> <p>The Rehab Group’s care, residential, respite and day activities are provided in Ireland by RehabCare. RehabCare provides a range of support services for people with disabilities, both adults and children, people with mental health difficulties and older people, which support them to maximise their independence, their community presence and participation. (Rehab Group, 2020).</p> <p>National Learning Network</p>



	<p>National Learning Network (NLN) provides free courses to people who have had an accident, illness, injury or a disability. All National Learning Network training programmes are funded through The Educational Training Boards or the Health Service Executive. National Learning Network states that their courses are tailored to each student's needs, to help them to build their confidence while getting practical job-seeking skills to help them get a job or go on to further training. (Rehab Group, 2020).</p> <p>AHEAD (Association for Higher Education Access and Disability) AHEAD is an independent non-profit organisation working to create inclusive environments in education and employment for people with disabilities. The main focus of their work is further education and training, higher education and graduate employment. AHEAD provides information to students and graduates with disabilities, teachers, guidance counsellors and parents on disability issues in education. (AHEAD, 2020).</p> <p>Enable Ireland Enable Ireland's services for adults are tailored to individual need. They assist people with identifying and setting the goals they want to achieve from their service to improve their quality of life. Services provided include personal assistants, advocacy development, supported employment, mainstream education and training, and support during transition to adulthood from children's services. Outcomes are measured by quality of life as determined by the service user. (Enable Ireland, 2015).</p>
Overview of training opportunities for operators working with	<p>Disability Equality Training The National Disability Authority has produced a short online training module to help staff to deal with customers with disabilities. The module is aimed at public sector staff in Ireland. The training module is open to everyone and it takes one hour to complete. (National Disability Authority, 2014). The National Disability Authority states that staff who have attended disability equality training will be able to interact more</p>



disability	<p>confidently and more effectively with people who have disabilities and will need an ongoing programme of disability equality training. Disability equality training courses should be backed up by the development of written policies setting out the organisation’s commitment to providing accessible services. The National Disability Authority suggest that the curriculum for training should include a definition of disability, disability and society, equality and disability, communication and disability and an organisational proactive approach. (National Disability Authority, 2014). The training can be delivered through eLearning, by an experienced trainer or a mix of both eLearning and trainer. The National Disability Authority advise to look for a trainer who developed their training course after consulting people with disabilities.</p>
Overview of guidance/training courses for companies/stakeholders on application of regulations and disability integration	<p>Diversity & Inclusion in the Irish Workplace Legal Island provides training to staff so that they are aware of the legal obligations for disability inclusion. Legal Island’s Diversity & Inclusion in the Workplace eLearning course is tailored specifically to Irish law and provides comprehensive compliance training for all employees ensuring they are aware of their roles and responsibilities in promoting a diverse and inclusive workplace for everyone.</p> <p>This course was designed specifically for organisations based in Ireland by a team of diversity and inclusion experts and lawyers. The course covers Stereotyping, Harassment, Diversity at work, Dignity at work, Types of discrimination and Unconscious bias. (Legal Island, 2020).</p> <p>Disability Awareness Training O’Herlihy Access Consultancy delivers Disability Awareness Training to organisations located throughout Ireland. The purpose of the training is to deliver clear and accurate information about disability and to address questions or concerns that employers and employees may have about working with people with disabilities.</p>



The Disability Awareness Training will assist employees to understand the barriers faced by people with disabilities and enable them to identify why accessibility is important in Irish society, acquire a working knowledge of disability and equality legislation and how it relates to their organisation and appreciate the importance of promoting anti-discriminatory practice and accessible service delivery within their organisation. (O’Herlihy Access Consultancy, 2020).

Disability Equality Awareness Training

Disability Consultancy Services provides training for employers to enable them to provide equal employment opportunities. Disability Consultancy Services provides professional disability awareness training courses to employers which help them understand and meet the needs of disabled customers or when employing people with disabilities. They provide a variety of workshops on disability awareness in the work place e.g., for bank employees on how to identify and assist a person with a disability. (Disability Consultancy Services, 2020).

Disability & Diversity Awareness Training

Train Ability provide training to organisations to assist in improving their accessibility and their attitude towards disability. Train Ability provide workshops to employees and senior management. The workshop content consists of an awareness and description of their own attitudes and beliefs about disability, understand how their own views relate to wider societal attitudes and stereotypes, awareness of how traditional stereotypes and their own beliefs can impact negatively upon people with disabilities and ability to use appropriate language in relation to a person with a disability. (Train Ability, 2017).

Disability Awareness, Diversity, Equality and Inclusion training programme

Universal Access have developed this Disability Awareness, Diversity, Equality and Inclusion training programme. This programme is accredited by the Irish Institute of Training and Development. The course relies



on research of current international scientific and management studies in order to deliver comprehensive training on the concepts of accessibility and inclusion. The course is delivered to business owners and staff in which they will understand how to contribute as employees to the organisation’s inclusive practices regarding employment of people with disabilities and provision of equitable services for all customers. (Universal Access, 2019).

2. - Best Practice Samples

Overview of good projects, campaigns, institutions, public structures about disabled’s integration (at local, regional, national and European level).

Identify and describe skills and competencies that are covered by these good practices.

Identify and describe what skills and competences are

Overview of good projects, campaigns, institutions, public structures about disabled’s integration (at local, regional, national and European level).

Ability Programme

The Ability Programme provides funding to local, regional and national projects in the Republic of Ireland that focus on bringing young people with disabilities between 15 and 29 years old closer to the labour market. The programme targets young people who are not currently work ready using a range of person-centred supports. This type of work assists young people to identify and follow progression routes based on both their potential and their needs. As a result, the programme promotes positive pathways into education, training and employment for participants. Ability has an overall budget of up to €16m from 2018 to 2021, is co-financed by the European Social Fund (ESF) and the Department of Employment Affairs and Social Protection (DEASP), and administered by Pobal.

The objectives of the Ability Programme are to assist young people with disabilities to develop the confidence and independence required to participate in education, training, employment, support young people with



not covered and are needed.

disabilities who are not in education, employment or training to access and participate in education, training, and employment, build the capacity of mainstream employment services, education and training providers to support the progression of young people with disabilities and build the capacity of employers to recruit and retain young people with disabilities within their workforce. (Pobal, 2020).

Willing Able Mentoring (WAM) Programme

Willing Able Mentoring (WAM) is an initiative of AHEAD (Association for Higher Education Access and Disability). WAM is a work placement programme which aims to promote access to the labour market for graduates with disabilities and build the capacity of employers to integrate disability into the mainstream workplace.

Participating employers are known as WAM Leaders and they collaborate with WAM to offer mentored, paid, work placements for graduates with disabilities. This partnership brings graduates with disabilities and employers together so that both can benefit from each other and ensure genuine learning opportunities for all. WAM is unique in that it seeks to engage and support employers in order to simultaneously develop the potential of employers and graduates with disabilities. Since 2005, The WAM Programme has provided over 400 placements for graduates with disabilities. The WAM programme is funded by the DEASP (Department of Employment Affairs and Social Protection). (AHEAD, 2020).

Make Work Pay Initiative

The Make Work Pay is for people who get a disability payment. The initiative focuses on work and that work pays better than getting a Disability payment. Changes introduced in 2017 under the 'Make Work Pay' initiative ensure people with disabilities feel secure in their decision to explore work options and maintain key benefits when working e.g., free travel pass or Medical Card. (Government of Ireland, 2020).



National Advocacy Service

The National Advocacy Service (NAS) is an organisation which helps adults with disabilities. NAS provides a free and confidential advocacy service to adults with a disability, aged 18 years and over. NAS has a particular remit to work with people with disabilities who are in vulnerable situations, such as people who are isolated from their community of choice or mainstream society, may communicate differently and who have limited formal or natural supports. The NAS Advocates assist a person with a disability with problems such as housing, healthcare, personal finances and family or relationship issues. The Advocates work with the person to help them decide what they want to do in relation to the problem, help the person to express their opinion to others and to make sure their voice is heard and can help with writing letters to organisations, making phone calls and attending meetings. (National Advocacy Service, 2019).

Disability Federation of Ireland

Disability Federation of Ireland (DFI) aims to make Ireland fairer for people with disabilities and ensure that everyone is valued equally. DFI want people with a disability to have an equal chance of getting an education, finding and keeping a job, having a sufficient income and staying out of poverty, choosing where to live and with who, accessing buildings, shops, sports and arts facilities, accessing transport and accessing assistive technologies and healthcare. Disability Federation of Ireland provide information sessions, seminars and training events to community and voluntary sector organisations on quality, governance, legislation, and EU directives. DFI works to influence the legislation and policies that affect the lives of people with disabilities by working with member organisations, people with disabilities and stakeholders on policy issues, writing policy papers and supporting social research, making submissions to government departments and agencies, working with other groups who are interested in disability issues internationally, nationally and locally and organises seminars and conferences to inform DFIs position on key policy issues. (Disability Federation of Ireland, 2020).



Identify and describe skills and competencies that are covered by these good practices.

Communication Skills – Verbal and Written Communication Skills

Communication is very important when working with people with disabilities. The person needs to fully understand what is being communicated to them and the information should be communicated at a level that the disabled person understands. If they are completing documents, they should be fully aware of what they are reading and signing. It is good practice for the disabled person to relay the information communicated in 'their own words'. This can check if the information communicated was correctly understood.

Active Listening Skills

The disabled person should feel that their voice matters. It is important to pay attention (e.g., non-verbal communication), show that you are listening (e.g., nod occasionally), provide feedback (reflect back what is being said by paraphrasing), defer judgement (do not interrupt the person) and respond appropriately (be open and honest). The skill of active listening requires a lot of concentration and determination and it can strengthen the relationship with the client. If the disabled person is assisted in looking for work or a training course it should be in an area that matches their skill set and an area of interest to them.

Advocacy Skills

An Advocate works with the disabled person to make sure their voice is heard e.g., phone calls, writing a letter. Advocates can have many skills including problem solving, organisation skills and ability to use their own initiative.

Time Management and Case Management Skills



There may be a large number of people with a disability on the employee's case load at any one time and certain people depending on ability will need more assistance and support. The employee will need to have excellent time and case management skills in order to devote their time to each client and be able to manage the clients support need effectively.

Team working Skills

Working as part of a team is very important in order to provide the best possible service to people with disabilities. It is important to have regular team meetings when working with people with disabilities in order to ensure that each employee knows their role and boundaries are maintained. Team meetings can be an opportunity to share information on current disability issues.

Care/ Compassion and Empathy

These skills are very relevant in the best practice samples to integrate people with disabilities in order to assist the client to develop their own career and provide support to enable the client to reach their full potential. There can be a lot of fear around employment or returning to education but demonstrating care, compassion and empathy can assist in promoting progression in breaking down these fears/concerns and guiding this change.

Data Protection Skills

When working with people with disabilities, their data must be protected at all times. Hard and soft copy files must be kept in a safe and secure manner. The person with the disability needs to be fully aware of the use of their data and who their information will be shared with.

Identify and describe what skills and competences are not covered and are needed.



	<p>Supervision skills</p> <p>Supervision with a colleague/manager/external supervisor can provide an opportunity to discuss a client case confidentially. It can be difficult to know which approach to take with a client and it is only through external discussion that the correct approach can become clear. Supervision for each team member is a form of self-care. In order to avoid burn out, supervision should be offered to all staff working with people with disabilities. In organisations with a high volume of clients on a case load, a difficult situation may arise during a client meeting but there is no time for a debrief with a team member afterwards as their next client has arrived for their meeting. This situation is very difficult for the staff member as the previous client situation has not been dealt with fully before moving onto the next client. The next client may suffer as full attention cannot be given due to previous client situation still on their mind.</p>
<p>3. - Profile of professionals</p>	
<p>Brief description of educational background and professions of specialists working with disabled people</p> <p>Description of what skills</p>	<p>Teacher (Special Education Needs- SEN)</p> <p>A Teacher in Special Education Needs teaches children and young people with disabilities and special needs. SEN education helps pupils with specific learning difficulties such as Asperger’s syndrome, Attention Deficit Hyperactivity Disorder (ADHD) and Dyslexia. A SEN teacher caters for physically disabled pupils, and those with mental, psychological, emotional and social disabilities. (GradIreland, 2020).</p> <p>After qualifying as a Special Education Needs Teacher the following skills should be attained: professionalism, excellent verbal and written communication skills, ability to establish a good working relationship with students, organisational skills, willing to engage in ongoing professional development and adaptability.</p>



<p>they are provided with by their acquired education</p> <p>Short description of any subject/course/module in their education curriculum aimed specifically at working with disabled people. If yes, what skills it is providing?</p>	<p>A post graduate Diploma in Special Education Needs includes course content in General Learning Disabilities, Emotional and/or Behavioural Difficulties, Specific Speech and Language Disorders, Dyspraxia, Autism, Visual and Hearing Impairment and Physical Disability. (Maynooth University, 2020).</p> <p>Psychology</p> <p>People working with disabled people may have a Psychology background. This may be an Undergraduate or Post graduate course in Psychology.</p> <p>An undergraduate Psychology degree can cover subjects in Developmental Psychology, Clinical Psychology, Intellectual Disability and Pervasive Developmental Disorders. (Trinity College Dublin, 2020).</p> <p>In a Post Graduate Psychology Course such as MA in Applied Psychology, the person can gain more of an understanding into the area of disability. On completion of a Degree or Post Graduate Psychology degree skills can be gained in the ability to critically appraise psychological research and practice in a range of settings, advanced knowledge of the professional and ethical issues that may arise in the application of psychology, an adequate level of competence in establishing and maintaining effective working relationships with colleagues and skills in planning and implementing an effective research course. (University College Cork, 2020).</p> <p>Modules such as Applying Psychology in Community-Based Settings and Psychological Principles and Skills in Working with Children and Families can provide knowledge on working with individuals with a disability.</p> <p>Social Care</p> <p>An educational background in Social Care can involve working with people with disabilities.</p>
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Studying Social Care can provide students with a professional qualification in working with people experiencing marginalisation, or disadvantage, or who have special needs. Subjects studied may include Mental Health and Social Care and Disability. (Dundalk Institute of Technology, 2020).

The Professional Practice Placement module if in the area of disability can provide more practical knowledge and experience in working with people with a disability. The skills acquired in studying Social Care consist of communication skills, interpersonal skills, building professional relationships with clients, empathy, self-awareness, empowering others, non-judgemental attitude, behaviour management, advocacy, report writing skills, active listening skills, boundary management and debriefing. (Cork Institute of Technology, 2020).

Nursing (Intellectual Disability Nursing)

A background in Nursing can lead to working in the area of disability.

A nurse works as part of a professional multidisciplinary team to provide primary healthcare, acute hospital care, community and home and continuing care, based on individual and population health needs across the lifespan. (Trinity College Dublin, 2020).

The skills in the nursing programme enables the intellectual disability nurse to support and empower people with an intellectual disability across their lifespan, building relationships with the person and their families grounded in human rights, inclusion, advocacy and support to live as independent a life as possible. (Trinity College Dublin, 2020).

Intellectual Disability Nursing students will study Person- Centred Support. This module aims to develop the concepts of communication, person-centeredness and human rights, considering how they can be addressed and applied across diverse life situations and service settings with which individuals interact. Students undertake Practice Placement in order to develop their nursing skills in working with people with intellectual disabilities.



Nursing (Mental Health Nursing)

Nurses that specialise in Mental Health will work with people of all ages and backgrounds who are experiencing mental illness or distress. They study promoting mental health, preventing mental illness and caring for those with mental illness and their families. (Dublin City University, 2020).

Nursing (Mental Health) provides skills in empowering a person with mental health issues to cope and recover. The course also covers mindfulness, self-awareness and reflection skills. (University College Dublin, 2020). Studying Nursing (Mental Health) can develop interpersonal skills, self-awareness, independent thinking, problem solving, analytical and clinical decision- making skills and application skills. (University College Cork, 2019).

Nursing (Mental Health) course provides an opportunity for a clinical placement/internship in which the student can apply theory to practice and develop the competencies to work with people with mental health issues.



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Erasmus+ KA2 Strategic partnership - Adults education
BRIDGES – Broadening positive Reflections on the Issue of Disability, Generating
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Project number: 2019-1-PT01-KA204-061388

Co-funded by the
Erasmus+ Programme
of the European Union



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Erasmus+ KA2 Strategic partnership - Adults education
BRIDGES – Broadening positive Reflections on the Issue of Disability, Generating
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Project number: 2019-1-PT01-KA204-061388

Co-funded by the
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IO1 DESK RESEARCH

NATIONAL DESK RESEARCH (IO1) – GERMANY

Akademie Klausenhof gGmbH

**BRIDGES – Broadening positive Reflections on the Issue of Disability,
Generating Empowerment for Stakeholders**

Agreement n. 2019-1-PT01-KA204-061388

Co-funded by the
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BRIDGES PROJECT - DESK RESEARCH – GERMANY

PARAGRAPH	DESCRIPTION
Introduction	
Very brief description of country's general situation about integration of disabled people in the workplace	<p>Those affected only receive certain benefits, benefits, help and support if they can demonstrate a degree of disability (Grad der Behinderung GdB). This is officially determined. Anyone with a degree of disability of 50 or more is severely disabled. All restrictions are taken into account, whether congenital disabilities, permanent illnesses, the consequences of accidents, etc. It can also give the heart or mentally ill the status of a severe disability.</p> <p>Legal regulations, integration services through employment agencies etc. mostly refer to this group of people. Around 10.2 million people with disabilities live in Germany, of whom 3.3 million are of disabled age. Their employment is increasing and unemployment is falling. They are looking for a job much longer than people without severe disabilities. 4.6% of all employees in Germany have severe disabilities. Most of them are severely disabled (86%) due to illness or an accident and are mostly older. Job applicants who visibly have a disability are usually disadvantaged when it comes to filling positions. Many companies have prejudices and reservations here.</p> <p>There is currently a lot of discussion in Germany about the question of how the UN Convention on the Rights of Persons with Disabilities can be implemented, which includes the inclusion of people with disabilities in all parts</p>



of society, including education and employment. So far, a strong exclusion has established itself in its own specialized schools, training locations and workplaces ("workshops for people with disabilities").

A particular problem for the BRIDGES project is the narrowing down of the "People with Disabilities" group. The classification according to the legal regulations in Germany (degree of disability) mainly relate to working or public life. Commonly used is a "person with disabilities" but someone who mostly has visible physical impairments (blind, deaf, mobility disabled), is mentally disabled or both. Nobody will generally speak of a cardiac patient of a "person with disabilities".

There is also a discussion of a broad approach that focuses on the participation of all people with their different requirements and opportunities. Regardless of their physical, social or other characteristics. Even the UN-Convention on the Rights of Persons with Disabilities offers no clear definition.

There are numerous regulations and grants in Germany that are implemented by different institutions. This structure is very complex and confusing and confusing even for those affected.

1.1 - Legislation overview

Short description on national/ regional legislation about integration of disabled people in the workplace

In 2016 the legislation was reformed and the **Federal Participation Act (Bundesteilhabe-Gesetz)** was passed.

The main points are:

- Adaptation to the UN Convention on the Rights of Persons with Disabilities
- A separate participation plan is created for everyone
- Establishment of advice centers
- Legal right to adequate integration support, e.g. eligible for an assistant



- Free choice of apartment (no longer the obligation to live in a dorm)
- The possibility of having your own assets (up to 50,000 euros)
- Employers get money when they hire people with disabilities

Disability Equality Act (Gesetz zur Gleichstellung behinderter Menschen, 2002). The main points are:

- People with disabilities should be able to participate in public life on an equal footing and not be disadvantaged
- You should be able to live a self-determined life
- All public authorities and institutions should be barrier-free, use sign language, pay attention to intelligibility and easy language
- The law does not include the private sector. I.e. in Germany, the accessibility obligation applies only to government agencies.

Many provisions are also regulated in the extensive **Social Code (Sozialgesetzbuch SGB)**, which in turn consists of 15 individual books, e.g. Social security, rehabilitation, child and youth welfare etc.

A “National Action Plan 2.0” (2016-2020) was adopted in 2016 to promote inclusion of people with disabilities in various fields. A particular focus is on measures to promote the professional participation of people with disabilities in working life and in the field of education.

1.2 - Policies and practices



Short description of policies in place or in process in your country

The situation in Germany is very diverse and complex, especially in the area of education, work and pensions for people with disabilities. The most important regulations that are laid down in various laws and funding programs are as follows:

Employers are required to employ a certain proportion of people with severe disabilities, but can pay a **compensation levy** ("Ausgleichsabgabe") if they cannot or do not want to do so. The fee is 125 euros to 320 euros per month per vacant job. The money flows into a funding program, with which e.g. aids for people with disabilities can be purchased at work. There are about 168,000 corresponding companies in Germany, of which 100,000 had to pay this compensation levy. In total, about 670 million euros are raised per year.

In Germany, young people are trained in many professions on the principle of the "dual system". Part of the vocational training takes place in a company, the other in a school. The **employment of a trainee with disabilities** poses a special challenge for the company. Almost a quarter of all companies active in training have employed trainees with disabilities in the past five years. Around 12% are currently training trainees with disabilities, most young people with learning disabilities. Companies that already employ an employee with a disability are also 40% more likely to train young people with disabilities than companies without employees with disabilities. But even 80% of companies that already train people with disabilities see the lack of applications from this target group as the greatest obstacle to greater commitment. In addition, three quarters of these companies would like more support, for example through social pedagogical support and permanent external contacts who can help with all questions relating to the training of people with disabilities.

Severely disabled workers have certain rights: special protection against dismissal, they can retire earlier and have their own employee representation in the company. They also have to pay less tax.



You can get certain help to get or secure a job. This includes aids that are necessary to compensate for the disability, e.g. a car, a suitable desk etc. The employer can also get support to make the workplace barrier-free (building an elevator etc.).

Unemployed severely disabled people receive special support: they are looked after and intensively supported by special advisors from the employment agency. Many purchases and training courses are possible so that they can start work. Employers receive money when they hire an unemployed disabled person. The number of unemployed people with severe disabilities has dropped to a record low of 160,000 in recent years. But: The proportion of long-term unemployed at 43 percent is significantly higher than among people without disabilities (35 percent).

Those who are no longer able to work due to illness or an accident can undergo **vocational rehabilitation** and learn a new profession. There are separate training centers for this. The pension insurance covers the costs. 80 percent then find a new job.

Disabled adolescents receive particularly intensive care. There are **special funding programs and training courses** for simple professions, e.g. as a helper in a carpenter's workshop.

There are 700 “**workshops for disabled people**” (Werkstatt für behinderte Menschen WfbM) in Germany with 280,000 employees. These are people who cannot work in the normal job market.

There are also 920 **integration companies/workshops** (“Integrationsfirma”) that employ at least 30% of severely disabled people (13,000 in total). The number of inclusion businesses in Germany has been increasing steadily for years. They are funded with around 94 million euros from the compensation levy.

(Statistics: <https://www.rehadat-statistik.de/statistiken/berufliche-teilhabe/>)



Short description of services related to disabled people

In addition to the legal provisions and the corresponding benefits - see description above - there is a very wide range of welfare organizations, NGOs, voluntary services, associations, local groups and private initiatives in Germany that work for the needs of people with disabilities. Above all, these are:

Welfare organizations ("Frei Wohlfahrt") of the churches and other associations (e.g. Caritas). In Germany, free welfare care has special legal protection because they fulfill a social public task. There are six large, nationwide organizations of this type. They are nonprofit. Around half of all social institutions belong to these organizations. Free welfare care differs on the one hand from commercial - for profit - offers and on the other hand from those of public sponsors. The coexistence of public and free welfare in the Federal Republic is unique in the world.

Around 1.4 million people are employed full-time in the facilities and services of the welfare organizations; An estimated 2.5 to 3 million volunteers help in initiatives, aid agencies and self-help groups. An important focus of the work is caring for people with disabilities. These associations operate countless facilities and services throughout Germany for people with disabilities, from homes, local help offers, driving services, training, including offers, etc.

Self-help groups also play an important role. In the field of work for the disabled in Germany, Lebenshilfe ("life support") is particularly important. It is an association that advises people with disabilities and supports them in a variety of ways. It also maintains its own inclusive training academy, which also deals with essential aspects of the BRIDGES topic.



Overview of training opportunities for operators working with disability

As already described above, the associations and institutions that are active in the field usually offer their own advanced training. Lebenshilfe has its own institution for this, it calls itself “inForm” and offers around 140 seminars, specialist days and workshops every year on the subject of people with disabilities. Topics are:

- participation / self-representation,
- parents / family / relatives,
- association work / volunteering,
- personnel and organizational development,
- management / leadership and management,
- administration / office
- organization, advice / communication,
- basics and concepts of pedagogical work,
- childhood and youth,
- vocational training / work,
- living in old age,
- health / psyche / clinical pictures / disorders,
- social policy / law / easy language,
- self-management / personal skills,
- outpatient offers / self-determination, participation,
- challenging behavior / aggression / violence prevention,
- sexuality / accompanied parenthood,
- online seminars



<p>Overview of guidance/training courses for companies/stakeholders on application of regulations and disability integration</p>	<p>As said, the range of further training courses is very diverse. Special data on the subject of “Continuing education on the subject of people with disabilities” cannot be determined. A study using the example of people with multiple sclerosis shows how very practical information can promote the inclusion of disabled people: Extensive knowledge can reduce uncertainties regarding the education and employment of disabled people (Flüter-Hoffmann, Christiane / Stettes, Oliver / Traub, Patricia, 2017, REHADAT-Studie „Mit Multipler Sklerose im Job“, IW-Report, Nr. 25, Köln). Another new study related to the Corona crisis shows that large companies in particular see digitalization as an opportunity to give more people with disabilities a job. Small companies stated in the study that they had gaps in knowledge and corresponding training needs in this area (Christoph Metzler / Anika Jansen / Andrea Kurtenacker: Betriebliche Inklusion von Menschen mit Behinderung in Zeiten der Digitalisierung, IW-Studie 2020).</p> <p>Apart from such selective studies, there is no overview and no statistics on this topic. The fields of people with disabilities and further education / adult education are poorly researched in their combination in Germany.</p> <p>In these areas, too, interested parties have to inform themselves at the institutions or at REHADAT. All in all, the following also applies here: There is a large number of different providers and offers, also on the topic of the application of regulations.</p>
<p>If data is available, resources allocated for trainings</p>	<p>See above.</p>



2. - Best Practice Samples

Overview of good projects, campaigns, institutions, public structures about disabled's integration (at local, regional, national and European level).

Identify and describe skills and competencies that are covered by these good practices.

Identify and describe what skills and competences are not covered and are needed.

Project "win-win" (Akademie Klausenhof with other partners) 2015-2018, regional project with funding from the Federal Ministry of Labor

Integration of long-term unemployed people with severe disabilities into the labor market.

Special features:

- Networking and collaboration between different actors in the field who would otherwise work individually and separately
- A separate plan was drawn up for each individual participant, everyone had enough time in the project to work on this plan
- There was no pressure for the participants, which was also very advantageous for mentally ill people
- Lots of talks, small further training, actions, e.g. cooking classes, sports
- Close contacts and discussions with potential employers
- Help with applications
- Intensive public relations
- Not too ambitious (150 placements with 1.8 million funding)

The advice was provided by educators and job coaches from the participating institutions (educational institutions, welfare institutions)

Most important experience: Each participant has quite different and individual needs, competencies and obstacles that must be addressed individually. This takes a lot of time and patience. Most of the employees involved lacked knowledge of the individual disabilities and diseases - and their consequences for a potential job.

Measure (project) ZIPP for people with a mental illness (Akademie Klausenhof)



This project is carried out by the Klausenhof Academy on behalf of the Employment Agency. It is aimed at people who have been permanently disabled due to a mental illness and are therefore unable to pursue their previous job and who have become unemployed. They are also considered to be severely disabled. In the Klausenhof you get the opportunity to learn a commercial profession, which you can then practice in a less stressful environment.

The main thing here is to design the learning process so that it is adapted to the special conditions and requirements of the target group. The trainers are the commercial teachers (accounting, purchasing etc.). The psychologist continuously coaches the teachers professionally. In addition, teachers receive internal training on the subject. They say that human interaction with the respective person is a very difficult and sensitive matter. They want training in communication and adequate forms of instruction for people with unstable mental health.

3. - Profile of professionals

Brief description of educational background and professions of specialists working with disabled people

Nicole Paus has been working in the psychological service of the Klausenhof Academy since 2017. She is a qualified psychologist (University Diploma) and is primarily responsible for the training of young people with learning disabilities in the department. The young people attend courses here in order to orientate, to stabilize themselves and to receive training. Ms. Paus's task is to support the young people in difficult situations and in coping with everyday training, to intervene in crises and to offer (medical) help, to offer courses on correct learning for young people and to advise colleagues. She is also responsible for offering training for colleagues and implementing new impulses. Also she is responsible for implementing an autism focus in the house. Nicole Paus previously worked in a counseling center, in psychiatry and in an employment agency ("job center"). She can use this qualification in particular for her work in the Klausenhof, since it is also about finding a suitable training path for the young people and then also a job.



	<p>Melani Beckedahl studied special education at the university, this branch of education mainly deals with the field of people with disabilities. Then she was an educator at a workshop for the disabled, most recently as a department head. Since 2018 she has been working as an education officer for the Klausenhof Academy, where she holds seminars for educators from various areas (kindergarten, school, etc.) on the subject of people with disabilities and carries out projects on them.</p>
<p>Description of what skills they are provided with by their acquired education</p>	<p>There is no answer to this question - they both have extensive knowledge and skills in the field of people with disabilities. You are also a member of the Focus Group 1 “operator” and active consultant in the project.</p>
<p>Short description of any subject/course/module in their education curriculum aimed specifically at working with disabled people. If yes, what skills it is providing?</p>	<p>The Akademie Klausenhof regularly offers further training for specialists who are to accompany people with disabilities or a permanent illness back to work (vocational rehabilitation)</p> <p>Description of the advanced training: Participation in working life is also an elementary basic need for young people with special needs. However, difficult living conditions and conditions often lead to unequal opportunities. The diversity of origins, life situations and different impairments among young people has increased. The area of vocational rehabilitation involves a variety of tasks that often require further and / or specific skills. Recognizing the need for support and support, professional guidance, motivation and, above all, social pedagogical support are important so that young people can recognize, seize and exploit their potential and can be successfully integrated into working life. As part of the additional qualification offered here, these areas of competence are to be brought into focus in order to be able to instruct and accompany young people in professional assistance measures in a professional and resource-oriented manner.</p>

The course comprises a total of 320 teaching units, consisting of attendance phases, in-house work on an e-learning platform, protocols in the form of a learning diary and a project phase.

Content:

- Basics of vocational rehabilitation, diversity and inclusion
- Self-determination and participation
- Reflection on company training practice
- Legal regulations in vocational rehabilitation
- People in rehabilitation
- Impairments - disabilities
- Diagnostic basics
- Behavioral problems and mental disorders
- Communication methods
- Observe - assess - advise
- Work processes and project management
- Teamwork and including project work
- Accompany and support young people
- Learning experience and learning disorder
- Learning for an independent life
- Labor education aspects
- Strengthen individual skills



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IO1 DESK RESEARCH

NATIONAL DESK RESEARCH (IO1) – <COUNTRY>

<NAME OF THE ORGANIZATION>

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Agreement n. 2019-1-PT01-KA204-061388

Co-funded by the
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BRIDGES PROJECT - DESK RESEARCH TEMPLATE

PARAGRAPH	DESCRIPTION
Introduction (max. ½ page)	
Very brief description of country's general situation about integration of disabled people in the workplace	
1.1 - Legislation overview (max.1 page)	
Short description on national/ regional legislation about integration of disabled people in the workplace	



1.2 - Policies and practices (max.1 page)	
Short description of policies in place or in process in your country	
Short description of services related to disabled people	
Overview of training opportunities for operators working with disability	
Overview of guidance/training courses for companies/stakeholders on application of	



regulations and disability integration	
If data is available, resources allocated for trainings	
2. - Best Practice Samples (max.5 pages)	
Overview of good projects, campaigns, institutions, public structures about disabled's integration (at local, regional, national and European level). Identify and describe skills and competencies that are covered by these good practices.	



Identify and describe what skills and competences are not covered and are needed.	
3. - Profile of professionals (1-2 pages)	
Brief description of educational background and professions of specialists working with disabled people	
Description of what skills they are provided with by their acquired education	
Short description of any subject/course/module in their education curriculum aimed specifically at working with disabled	



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people. If yes, what skills it is providing?	
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